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ABSTRACT

Prepared by the Title I, Elementary and Secondary Education Act, (ESEA) Migrant Program director, this State annual evaluation report for fiscal year 1967 includes projects for migratory children of migratory agricultural workers in New Mexico. The material in this report represents a comprehensive analysis of Title I Migrant Program activity carried out in the 8 migrant areas of the State of New Mexico. Each item is in response to items contained in Evaluation Format: "State Programs for Migrant Children--Title I Elementary and Secondary Education Act of 1965, as amended, General Instructions for Migrant Programs." Topics discussed include project data (unduplicated count of children participating); innovative projects in Las Cruces, Floyd, Espanola, Chaves County, Amalia, and Hobbs; the most pressing educational needs of participating migrant children; objective and subjective measurements; general program effectiveness; personnel and personnel training; and the inter-relationship of the Title I ESEA Migrant Program with the regular Title I program. Additionally, coordination with other programs, community involvement, non-public school participation, State operations and services, dissemination, major problem areas, and planning grants are discussed. Appendices include a compilation of test results; evaluation of a summer migrant program from Taos, New Mexico; a map depicting migration patterns from New Mexico to Colorado; and statistics relating to the number of staff who received training. (HBC)

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ANNUAL EVALUATION REPORT

1966 - 1967

TITLE I

MIGRANT PROGRAM

P.L. 89-10 AS AMENDED BY P.L. 89-750

ESEA · PROJECTS

ED 070538

STATE ANNUAL EVALUATION REPORT FOR FISCAL YEAR 1967
FOR P.L. 89-10 AS AMENDED BY P.L. 89-750
PROJECTS FOR MIGRATORY CHILDREN OF
MIGRATORY AGRICULTURAL WORKERS

NEW MEXICO

TITLE I, ESEA MIGRANT PROGRAM

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November 15, 1967

TO: Mr. John F. Hughes, Director
Division of Compensatory Education
Bureau of Elementary and Secondary Education
Office of Education
Department of Health, Education, and Welfare
Washington, D. C. 20202

FROM: Mildred Fitzpatrick, Chairman
Title I, ESEA Services
&
Bill Caperton, Director
Title I, Migrant Program

SUBJECT: State Annual Evaluation Report for Fiscal Year 1967 for P.L. 89-10 as amended by P.L. 89-750 projects for Migratory Children of Migratory Agricultural Workers

Herein is contained the New Mexico State Annual Evaluation Report for P.L. 89-10 as amended by P.L. 89-750 Projects for Fiscal Year 1967, covering the Title I, ESEA Migrant Program conducted during the months of May, June, July and August, 1967.

The pages that follow are a comprehensive analysis of Title I Migrant Program activity carried out in the eight migrant areas of the State of New Mexico with funds under Title I, P.L. 89-10, as amended by P.L. 89-750.

Each item is in response to items contained in Evaluation Format: State Programs for Migrant Children -- Title I Elementary and Secondary Education Act of 1965, as amended, General Instructions for Migrant Programs.

I. Project Data (State Totals*)

Unduplicated Count of Children Participating

A.	Number of School Districts where Title I Migrant Programs are operating	46
B.	Number of public school children participating	3,184
C.	Number of non-public school children participating	84
D.	Total number of children participating in State	3,268

II. Innovative Projects

A. The Migrant Programs throughout New Mexico were not conducted until the summer months due to late funding and lack of time for adequate planning. During the summer months, many programs were initiated and directed at the educational problems of migrant children. Included in these innovative and outstanding programs were the following projects:

Las Cruces, New Mexico--The Las Cruces school system utilized its entire allocation for a project that was designed to conduct a complete survey and study of migrant children, migrant educational problems, and designing an educational program for migrant children for the coming school year. An extensive record-keeping system was developed along with an Index for identification of migrant children and educational problems of these children. This study covered the entirety of Dona Ana County and the fertile Mesilla Valley agricultural center, the largest agricultural area in New Mexico.

*Migrant Program was funded late and operated only during the summer months.

Floyd, New Mexico--A training and child day-care center was established at this site and operated from 6 a.m. to 6 p.m. each working day. Aides and tutors provided the children of 30 migrant workers with academic training, physical education and recreation, and food-health services. This was unique because the instructors, while caring for these children, were able to provide academic training and food-health services. This program was rated as extremely effective in upgrading the educational level of the students and in bringing about a favorable attitude change in both children and parents. This program was conducted in cooperation with the H.E.L.P. Center located in this community.

Espanola, New Mexico--A unique program in this community provided for a tutor to visit a large migrant family each day to conduct remedial instruction in reading, writing, and arithmetic. In addition, field trips, clothing services, and medical services were also provided. As a result of this program, the attitude of the family and children changed greatly. The family has agreed to enroll the children full-time in a public school next school term. The children have been exposed to many experiences that have greatly decreased their cultural deprivation and positively influenced their attitudes toward learning and school. A similar tutorial project was conducted in Velarde, New Mexico.

B. Incidents and/or Human Interests Items

Chaves County, New Mexico--One student in the Chaves County programs withdrew early in the program because she had complained to her parents about having to wear rubber thongs to school when the other

children were wearing regular shoes. The parents then decided not to let the girl attend school. An aide in the program became aware of the situation and arranged for the migrant program to purchase shoes for the child. The child soon returned to the classroom and completed the entire summer program.

Amalia, New Mexico--A 14-year-old migrant child from this small community in northern New Mexico would not attend the special educational program provided for migrant children in his area because of a "double row of front teeth" and the subsequent ridicule other children made of him. Arrangements were made for an orthodontist to give care and treatment to this child. In the meantime, a special tutor is working with this boy. Follow-up services for this student are included in the current migrant program with the result that this child will now enroll in a public school program for the first time.

Hobbs, New Mexico--A girl from a family of Texas migrants was located by the family-school-community migrant worker. The worker had enrolled the children in a summer remedial project but was not made aware of this child who was ten years old and had never been to school. On one trip to the home, the worker picked up some of the children for medical assistance and two of the other children asked him if their sister could go along. The worker said "yes", and the two returned to the house; and subsequently, returned to the car leading this young lady between them. The girl was blind from cataracts and had to be led by her brothers and sisters. Vision was restored after an operation on one eye and the purchase of

glasses financed with migrant funds. She will now be able to attend school for the first time in her life.

III. Most Pressing Educational Needs

Surveys conducted by local educational agencies who are providing special educational programs for children of migratory agricultural workers reveal that the most pressing educational needs of these children are as follows:

(a) Inadequate health-food services

(b) Lack of proper clothing

(c) Low aspiration level and low self-image concepts

(d) Language deficiencies in both English and native Spanish or Indian languages

(e) Severe cultural deprivation

(f) Lack of necessary school supplies

IV. Objective Measurements

A. Standardized Test Results

Refer to Appendix A for test results of two migrant program projects. The results of each test indicate that the special assistance provided for these migrant children during the summer increased verbal functioning and arithmetic reasoning. The gains were very minimal because of the very short time span of the program. Similar gains over a full school year would be very significant. As with all disadvantaged youths, it is difficult to find appropriate standardized test instruments. Too often, these tests measure only how well a child can perform on a particular instrument and are not effective in evaluating real progress or achievement.

B. Teacher-Developed Tests

Teacher-Developed Tests were used more frequently than standardized tests in evaluating the effectiveness of our migrant program. The tests are used by teachers to measure progress and achievement of individual participants as well as entire groups. In most instances, the teacher-made tests are more appropriate than the standardized instruments since they are designed for particular children in particular circumstances.

C. Other Objective Measurements

Other objective measurements were not used in any of the migrant program activities. Subjective measurements by teachers and administrators indicate changes have been observed in attitude and personality as a result of these special migrant programs and plans are being made to evaluate this aspect in future programs.

V. Subjective Measurements

A. Teacher, administrator, and parent assessment of the various ESEA migrant activities has overwhelmingly supported a conclusion that both cognitive and affective domains of migrant children have been positively affected. Verbal and non-verbal functioning has visibly increased in most instances. Students have become more proficient in reading and arithmetic akills as a result of the concentrated efforts made to improve their academic and emotional status.

B. Subjective evaluations by area coordinators, individual school administrators, and teachers indicate that the ESEA Migrant Programs have been very successful in attacking and solving many of the educational problems that confront migrant children.

C. The informal method of academic presentations, the special food-health assistance, and the availability of school clothing and supplies have done much to improve the attitudes of migrant children and their families. The awareness that achievement and progress are no longer intangibles is also evident. The number of referrals to the program by growers, parents, and other community groups is indicative of the success of the ESEA Migrant Program.

IV. General Program Effectiveness

A. Services specifically provided for migrant children that heretofore had not been provided by state or local educational agencies include:

(1) A systematic transferral of personnel records

(2) Special remedial instructional programs in English, mathematics, English as a Second Language, and vocational training

(3) Special service programs including food-health services, clothing services, waiver of fees for supplies and materials and pupil personnel services, all positively changing attendance fluctuations

(4) Individual instruction through the use of tutors and classroom aides

(5) Special summer projects including pre-school instruction

B. The five project activities which have been judged as most effective at the various grade levels are as follows:

Pre-School - Grade 3	Grades 4-6	Grades 7-12
Pre-school Education	Health-Food Services	Health-Food Services
Health-Food Services	English as a Second Language	Language Arts
English as a Second Language	Individual Instruction	Individual Instruction
Individual Instruction	Waiver of Fees	Waiver of Fees
Waiver of Fees	Clothing Services	Summer School

C. Classroom Procedures

(1) Various approaches to instructional methods were utilized in providing migrant children with remedial instruction. Specific examples of procedure include:

a. Individual Instruction--Many of the non-instructional and instructional personnel worked individually with students and in many cases, with individual families of students.

b. Home Instruction--Many children were taught in their own homes or in homes of teachers or tutors. It was often convenient, especially if the children have some fear of school or did not want to attend regular classroom instruction, to have the tutor or teacher carry out the instruction in an environment familiar to the student.

(2) Instruction in the ESEA Migrant Program took place in a variety of physical locations. Listed below are several of the physical locations where program activities were conducted satisfactorily:

a. Regular classrooms

b. Classes held in homes of students, tutors, and/or teachers

c. Classes held in a farm house where parents of students worked

d. Classes conducted at sites of field excursions

e. Classes conducted at H.E.L.P. Centers

D. Program Materials

Equipment and/or materials which were purchased for use in the ESEA Migrant Program and which were of significant assistance in the program include:

(1) Every-day school supplies which the students were not able to afford

(2) Linguistic readers which were used in language arts programs

(3) Reading machines which were used in language arts activities

(4) Overhead projectors and movie projectors which were used in most instructional programs

(5) Supplemental reading and library materials, paperbacks, workbooks, periodicals, and inexpensive library books, which students were allowed to keep

E. See Appendix B for evaluation reports and activity description of outstanding project activities.

VII. Personnel and Personnel Training

A. Approximately 80 percent of the children involved in the ESEA Migrant Program are being taught English as a Second Language. The total number of participants in this phase of the ESEA Migrant Program is 2,614.

B. Bilingual teachers, as well as classroom aides and tutors, are employed in every area where a project is provided to serve these children.

C. The total number of positions filled by bilingual personnel is 21. This comprises 75 per cent of the total number of staff positions.

D. The first language of the bilingual child served by the ESEA Migrant Program depends upon the area where the project activity is located. Spanish is the first language in the majority of the areas; however, Navajo and other Indian dialects are spoken as the first language in the other areas.

E. Each of the eight geographical area districts participated in pre-service training for personnel staffing the ESEA migrant projects. The State Department of Education sponsored a two-day conference in Santa Fe for all personnel involved in the Migrant Program. Administrative, fiscal, evaluation, and instructional areas of the program were discussed at this conference.

F. The following numbers of personnel receiving training at this conference include:

(1)	Teachers	10
(2)	Other Professionals	65
(3)	Non-Professionals	27

G. Total cost of this pre-service training was $ 500.00 .

H. Refer to Appendix C for the type of inservice training by topic.

I. State Department of Education administrators, local administrators, professional teachers, and consultants were responsible for conducting the pre-service conference. Refer to Appendix D for the Pre-Service Workshop schedule.

J. The pre-service topic which provided the greatest impact on the success of ESEA Migrant Programs was program planning and design of Title I Migrant Projects.

The best methods for providing pre-service or in-service training for teachers were judged by local educational administrators to be workshops and seminars or conferences.

K. Total number of teacher aides involved in the Migrant Program was 18. The source of teacher aides included four high school students, two parents, and twelve community volunteers.

VIII. Inter-Relationship with the Regular Title I Program

A. Generally, Title I Migrant Programs have been designed by local educational agencies to supplement existing Title I programs. The Title I, ESEA Migrant Program was instituted two and one-half years after the first Title I program. There were areas within or around the regular Title I programs in operation which were reaching a limited number of migrant children and providing special assistance in instructional and service areas for them.

During the past summer, many Title I projects and Title I Migrant Projects operated so as to complement and supplement. Several existing Title I summer programs were able to expand their services to include special assistance for migrant children. An example of such a project is where clothing, school supplies, and health-food services were provided to migrant children who were involved in a regular Title I instructional program.

B. Excellent cooperation and coordination exists in all districts where Title I and Title I Migrant Projects are in operation. In most instances, the Title I Director or Coordinator is also administering the migrant program. A special state-wide conference of staff members who are administering the migrant programs was held in Santa Fe and a

high degree of state-local coordination was developed. Each geographic migrant area employs a family-school-community migrant worker who coordinates all migrant activities in the schools with all of the other agencies involved in migrant family activities.

IX. Coordination with other Programs

A. The Home Education Livelihood Program is the most comprehensive assistance program for the migrant population in the state. The program covers the entire family; and consequently, has to work within funds that can reach rather large numbers of people. Coordination with H.E.L.P. is very necessary, and the two programs complement each other in providing maximum services to the 5-17 year-old age group. The other agencies involved in bringing services to the migrant population are concerned with services to migrant families and do not directly enter into the educational aspects for migrant students. They are mentioned here because they do indirectly benefit the education of these children by taking care of needs so that the Title I Migrant Program can utilize its funds for specific educational needs. Assistance is provided in some cases by Migrant Health Grants, Title I Cooperative Dental Project, Office of Economic Opportunity, Migrant Ministry in Dona Ana County, and the New Mexico State Department of Public Welfare. These are all limited programs; but through coordination and cooperation, services are greatly expanded and the package funding principle is made possible.

B. A New Mexico State Coordinating Committee on Programs for Migratory Families has been organized and is being directed by the State Department of Education, Title I ESEA Services. Lines of com-

munication have been established between all of these agencies and the Director of the Title I Migrant Program. The outcome of this effort has been very desirable in obtaining complementing funds to meet the needs of the children being served by the Title I Migrant Program. In many instances, the area Family-School-Community Migrant Worker has been able to garner support for needs from these agencies. These ordinarily would have been provided by Title I Migrant Program funds and would have consequently restricted some of the other educational services provided by the program.

C. The services provided for migrant children are quite comprehensive in nature, but the funding level is low in all programs mentioned above. The general problem in coordinating and complementing these programs is limited funds in every case. The programs seem to meet the conceivable needs and additional programs are not needed; however, there is a concensus of opinion that most of the programs could use extra funding. Funding of proven programs rather than establishing additional programs would take care of the needs in a more efficient manner.

X. Community Involvement

Parents of migrant children have been extensively involved in the special educational programs for migrant children. Parents have been contacted regarding needs of their children, progress of their children; and in many cases, actual home instruction involving parents as well as students. One hundred and fifty families in Dona Ana County, Las Cruces, New Mexico, were involved in a study aimed at identifying problems of migrant children in New Mexico and finding solutions to these problems.

XI. Non-public School Participation

A. In accordance with established state and federal guidelines, non-public school children were enrolled and encouraged to participate in all Title I Migrant Programs. Representatives of non-public schools were invited to attend the state-wide conference on Title I Migrant Programs in Santa Fe and a system of coordinating migrant programs with non-public school personnel has been developed. Cooperation and results from non-public school participation in all ESEA programs have been excellent.

B. Services provided for non-public school students on an equitable basis to public school children include any and all instructional or service areas of the special educational programs. Non-public school children have been issued supplies and materials on the same basis as all other students. They have participated in food-health programs, waiver of fees programs, language arts programs, individual instruction activities and clothing services. The participation of non-public school children in the ESEA Migrant Program has been limited only by the small number of migrant children who attend non-public schools.

XII. State Operations and Services

A. Prior to the Title I ESEA migrant amendment, no special educational programs for migrant children were operated or conducted by the New Mexico State Department of Education.

B. The State Department of Education has provided for the administration of the Title I ESEA Migrant Program by providing a Director, ESEA Migrant Program, within the framework of the existing

Title I ESEA staff organization. The Director prepares the State Plan and administers all aspects of the program including coordination of migrant activities with all agencies of concern.

C. The State Department of Education is providing extensive service to all local educational agencies involved in migrant program activities. Department specialists in administration, fiscal operations, planning, evaluation, and all instructional and service areas are available on request and are consulted on matters related to their particular areas.

D. Efforts to initiate interstate programs and cooperation are a vital aspect of the ESEA Migrant Program. Conferences have been attended in other states involved in services for migrant children. Results of the conferences have brought about a wider understanding and coordination of efforts to assist migrant children in New Mexico. The Texas Migrant Interstate Cooperation Project and the Oregon Project on School and Health Record Transfer System for Interstate Migrant Children have been ratified by our state. Our migrant children have benefited from these, and much more is expected from these two interstate agreements in the future.

XIII. Dissemination

A. Interstate dissemination of information is another vital aspect of the ESEA Migrant Program. Material and information is collected and distributed to other State Agencies involved in ESEA migrant programs. New Mexico has established excellent relations with neighboring State Departments and cooperation and communication with

Arizona, California, Colorado, Idaho, Kansas, Oklahoma, Oregon, Texas, Utah, and Washington have been established.

XIV. Major Problem Areas

A. The State Department of Education, Title I, ESEA Services, has encountered no major problems in implementing the Title I Migrant Program. Late funding, and the uncertainity of funds has resulted in a cautious approach to planning programs at the local level. This is a problem that can be solved by Congress and the Bureau of the Budget by providing for early and definite appropriations.

B. Cooperation of local educational agencies in planning and implementing migrant programs has been excellent. Local educational agencies have long recognized the need for this special assistance and were eager to receive funds, plan and implement special educational programs for disadvantaged migrant children.

XV. Planning Grants

Planning grants at the state or local level did not exist during the first year of ESEA Migrant Programs. State and local agencies have been reluctant to secure these planning grants since they subtract from the total allocation that can be used for the special educational programs that are so vitally needed.

APPENDIX A

COMPILATION OF TEST RESULTS
1966-67 School Term Title I Projects

1.	Name of Test	1.	SAT	SAT
2.	Skill Area	2.	Reading	Math
3.	Grade Level	3.	1-2	3
	PRE-TEST			
4.	Form Administered	4.	X	X
5.	Date Administered	5.	5-2-67	5-2-67
6.	Number of Students Tested	6.	15	23
7.	Number Below 25th Percentile	7.	7	13
8.	Number in 26-50 Percentile	8.	6	6
9.	Number in 51-75 Percentile	9.	2	4
10.	Number in 76-100 Percentile	10.	0	0
11.	Average Raw Score (for each individual grade)	11.	15 & 23	30
12.	Average Raw Score Standard Deviation	12.	-4 & -3	-3
	POST-TEST			
13.	Form Administered	13.	X	X
14.	Date Administered	14.	7-28-67	7-67
15.	Number of Students Tested	15.	15	22
16.	Number Below 25th Percentile	16.	4	9
17.	Number in 26-50 Percentile	17.	3	8
18.	Number in 51-75 Percentile	18.	6	4
19.	Number in 76-100 Percentile	19.	2	0
20.	Average Raw Score (for each individual grade)	20.	17 & 26	31
21.	Average Raw Score Standard Deviation	21.	-4 & -3	-3

MIGRANT PROGRAM

Summer 1967

Name: Richard, Shela School: Martin

Address: 300 East 1st Birth Date: Dec. 2, 1960

Grade Last Attended: 2nd

This student attended Martin Elementary School for 6 weeks during the summer at which time he received remedial help in reading and arithmetic.

Teacher's comments:

Good word attack - did well in SRA listening and has basic number facts. S/VLD/

Days Attended: 15 Days Absent: 9

Weight: 53 1/2 lbs. Height: 51 in. 7-31-67

Nurse's comments: Shela appeared to be normal with no apparent health problems. S/GLB/

S/CR/
Clarence Ramirez
Family-School-Community Coordinator
Migrant Program
Deming Public Schools
Deming, New Mexico

MIGRANT PROGRAM

Summer 1967

Name: Jose Mares School: Martin

Address: 217 East First Birth Date: Sept. 7, 1959

Grade Last Attended: 2nd

This student attended Martin Elementary School for 6 weeks during the summer at which time he received remedial help in reading and arithmetic.

Teacher's comments:

Poor listener -- Always doing something other than what has been assigned. Word attack poor. Low sight vocabulary. Poor work habits. Numbers - He just gets lost and it's difficult to get him to finish anything. S/VLD/

Days Attended: 26 Days Absent: 0

Weight: 50 lbs. Height: 46 1/2 in. 7-31-67

Nurse's comments: Jose appeared to be normal with no apparent health problems. Left arm burned (at home) dressings changed 7-11-67, 7-14-67 -- healed nicely. S/GLB/

S/CR/
Clarence Ramirez
Family-School-Community Coordinator
Migrant Program
Deming Public Schools
Deming, New Mexico

APPENDIX B

AREA VII, TITLE I, ESEA, SUMMER MIGRANT PROGRAMS
June, July and August 1967

From: The Office of The Family-School-Community Migrant Worker, Taos Municipal School System, Taos, New Mexico

To : Dr. Mildred Fitzpatrick, Supervisor, Title I, ESEA, State Department of Education, Santa Fe, New Mexico.
Mr. Bill Caperton, Director, Title I, ESEA, Migrant Programs, State Department of Education, Santa Fe, New Mexico.

Subject: AREA VII, Title I, Summer Migrant Programs - Evaluation.

The fact that poor attendance through no fault of the child is a contribution for low academic achievement in all subjects, a negative attitude toward school and all of its related activities eventually leads to "a school drop out". With this in mind, Summer Programs for Migrant Children were conducted this summer under two assumptions: (1) that the children from this segment of society are deprived, socially, culturally and linguistically, and (2) that we should therefore address our instruction to a COMPENSATORY-TYPE of education. Operating from these notions, we had to arrive on a curriculum that attempted to teach concepts, operations, skills, and one which needed to provide situations where the deficiencies aforementioned could be dealt with in a compensatory manner within the short time we had under the provisions of the time during the summer months. The mechanical arrangements of the program, generally, were based on two hours of structured and one or more hours of unstructured instruction. Subscribing to the theory that mental, emotional, physical, social and other developmental attributes develop organismically, that is, all together, we attempted to correlate all academic activities with the students' other social or non-academic activities.

Since a great portion of the program was concerned with the socializing process of the migrant children, cultural excursions were planned, anticipated through classroom discussions and finally executed.

AREA VII enrolled a total of 139 children in the communities of Costilla, Amalia, Cerro, Questa, Taos, Penasco, Velarde, San Juan and Canjilon, during the period from June 12, 1967, to August 20, 1967. An average of 100 hours of structured and unstructured instruction were carried out. Eleven certified instructors and three aides participated in carrying out the objectives as set forth on the proposals. Instructors participating were: Gilbert A. Archuleta, curriculum advisor in the Language field, Gilbert Trujillo, Elicio G. Lovato, Dominico Quintana, Gilbert Garduno, Florida R. Zamora, James Morgan, Pete Garcia, Raymond Gutierrez and Charles Atencio.

To provide the students with the cultural and social experiences that begin to establish a "sense of direction" to these students, cultural excursions were carried to Albuquerque, Alamosa, Monte Vista, Taos, Red River, Bandelier National Park, New Mexico Highlands University, Adams State Teachers College, and several other minor ones. The elements of success underlined all activities, and all instructors encouraged students' active participation in all situations in which they were involved with a sense of success and SELF WORTH--a behavioral concept of significant importance of the program.

Since most children in the migratory category are bi-cultural, bi-lingual and generally termed "disadvantaged", the approach to the use of the language arts was concept inculcation, skill building, and oral language drill. The sequence of the language arts skill followed in all units

were concerned with listening to language models --records, films, teacher, and listening for comprehension and perception through oral constructs, (nursery rhymes, teacher-made and read stories and fables). Most children were provided an environment in which they could succeed and therefore affect a positive SELF IMAGE; and encouraged to interact with the social essential situations in which they could learn to learn. The instructional objectives which were to remain a part of the student's record for informational data and follow-up, were specifically written out to insure teachability, and measurability. During the short term of the program most units administered pre- and post-tests for final evaluation. This included teacher-made tests as well as Standardized Tests. The instruments used offered a comparative picture of growth-of-learning of the subject matter within the organizational context of each unit. Items such as the verbal tests in the language arts area which necessitated use of a recorder and an arbitrary system of measure were translated into percentages equivalent for interpretive purposes or follow-up by the regular classroom teachers. The mathematics phase of the program attempted to teach two distinct phases dealing with concepts and processes to be used as they met the individual needs. Instruction was based on an individual or small group basis. The following is a list of items utilized for instructional purposes:

1) concrete materials for demonstration of processes.
2) purchases of common articles or those items of a functional nature in every day life, such as food and clothes.

3) use of audio visual equipment for enjoyment and practice.

4) construction of charts and graphs for a better understanding of arithmetical symbols.

The majority of the children in all programs received some instruction in the world of modern mathematics. Two units on the Junior and Senior High, Canjilon and Taos, received some highly sophisticated instruction in the new concepts of modern mathematics. The majority of the children enrolled indicated an average of 19% to 22% gain from the pre to the post tests.

While the ultimate criteria by which the migrant programs will be measured lie in the student's growth in those educational attributes which we attempted to advance, and which is also indicated by two outstanding results, it is felt that the program clearly indicated two outstanding facts: 1) that whenever the curriculum is structured in such a manner as the Migrant Program Curriculum has been, that for the type of students that we have taught, it certainly results in the specifics which we set out to teach -- these were certainly mastered, 2) when we address our teaching to the needs of the students and these needs include food and clothing as evidence by our students' services, that a climate for learning is indeed transferrable for optimum child growth and development, whether academically, physically or socially. A program of this nature is to complement and augment the curriculum of the schools for our school population which encounters "difficulties" pertinent to the migrant. The Administrative units participating in the

Migrant Program during the Summer of 1967, have been most cooperative and helpful. Realizing the need to help their disadvantaged migrant, they have offered the use of the school facilities and equipment to make the program as effective as possible.

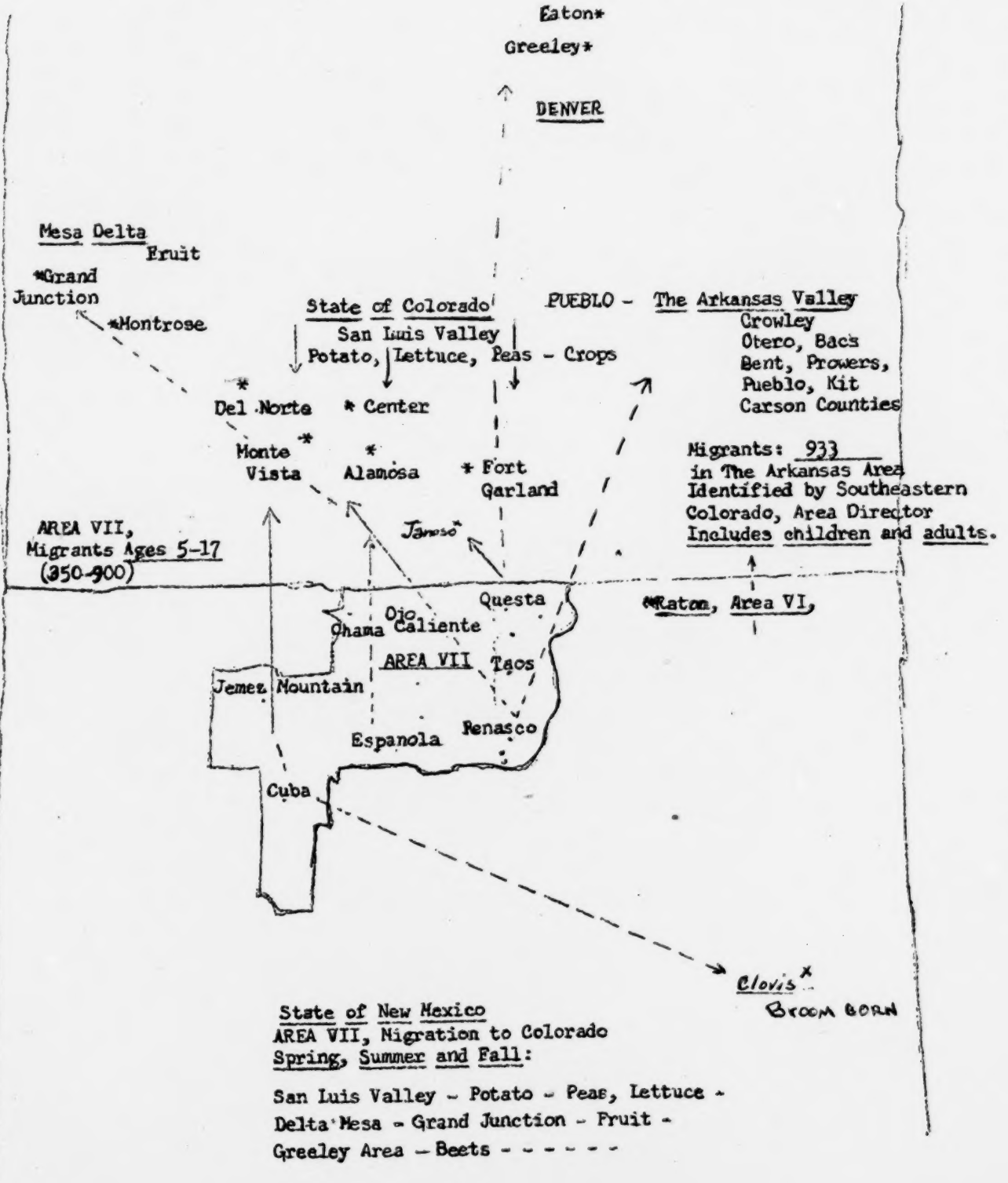
The Summer Migrant Program will terminate on the 30th of August. One-hundred-thirty-nine children enrolled in Area VII were elementary children with the exception of Taos whose class consisted of high school students. This is an indication that a large percentage of our Junior and Senior High School Migrants did not participate. A total of 401 students in Area VII have been identified as migrant who qualify for late Fall, Winter and Spring Programs. During the Month of September all Administrative Units will be submitting proposals to compensate for their migrant educational needs which will be carried on and beyond the regular school term. The response from the Migrant Program, by the school districts, the communities, and school officials, has been very encouraging. The realization that through and by a compensatory type of additional instruction migrant children can be given an opportunity to help themselves. The field work done by the Instructional Personnel and The Taos Health Department in the process of identification of Migrant children in Area VII reveals the following:

Costilla-Amalia Area	--54
Cerro -Questa	30
Penasco -	67
Taos	30

Chama	57
Espanola	35
Ojo Caliente	18
Jemez Mountain	50
Cuba	60
TOTAL	401

The Taos Municipal Board of Education and its Administrative Staff are to be commended for sponsoring and rendering their whole hearted support and cooperation in carrying out the numerous details to help the migrant children in Taos County, Rio Arriba County and Sandoval County.

S/GAO/
Area VII, Title I, ESEA, Migrant Programs
Taos Municipal School, Taos, New Mexico


Eaton*
Greeley*
DENVER
Mesa Delta
Fruit
*Grand Junction
*Montrose
State of Colorado
San Luis Valley
Potato, Lettuce, Peas - Crops
PUEBLO - The Arkansas Valley
Crowley
Otero, Bacs
Bent, Prowers,
Pueblo, Kit
Carson Counties
Del Norte
* Center
Monte Vista
Alamosa
* Fort Garland
Migrants: 933
in The Arkansas Area
Identified by Southeastern
Colorado, Area Director
Includes children and adults.
AREA VII,
Migrants Ages 5-17
(350-900)
Jemez
Questa
*Raton, Area VI,
Ojo Caliente
Chama
AREA VII
Taos
Jemez Mountain
Espanola
Penasco
Cuba
Clovis
Broom Corn
State of New Mexico
AREA VII, Migration to Colorado
Spring, Summer and Fall:
San Luis Valley - Potato - Peas, Lettuce -
Delta Mesa - Grand Junction - Fruit -
Greeley Area - Beets - - - - - -

TEST RESULTS - Summer Migratory Program

June 12, 1967 to July 28, 1967 - - Costilla-Amalia

A comparison of June 15,16, 1967, test results with testing done on July 26, 1967 at completion of Summer program.

		June 1967 testing		July 1967 testing		Gain or Loss (Mo.)
Pupil	Grade	Math	Language	Math	Language	
	4	3.6	3.5	3.8	3.7	2
	2	1.2	1.2	1.3	1.4	1
	6	3.7	5.4	3.8	5.6	1
	8	7.7	8.1	7.9	8.2	2
	6	5.8	5.9	6.0	6.0	2
	4	4.0	3,5	4.4	3.7	4
	5	4.1	3.2	4.3	3.3	2
	2	1.3	1.2	1.3	1.3	0
	2	.2	.2	.4	.4	.2
	2	1.4	1.3	1.5	1.3	1
	4	1.6	2.8	1.8	3.1	2
	7	6.2	6.2	6.4	6.4	2
	2	.2	.2	.3	.3	.1
Averages Pre-Tests-		4.10	4.27	4.32	4.47	
Averages Post- Tests		**	**	**	**	

Teacher's recommendations:

E. Lovato, Instructor
Instructor's Signature

Note: Above information to be retained in pupil's cum. record.

E 32

TEST RESULTS - Summer Migratory Program

June 12, 1967 to July 28, 1967 - - Costilla-Iralia

A comparison of June 15,16, 1967, test results with testing done on July 26, 1967 at completion of Summer program.

		June 1967 testing		July 1967 testing		Gain or Less (Mo.)
Pupil	Grade	Math	Language	Math	Language	
	3	2.7	2.6	3.1	2.8	4
	7	5.8	5.6	6.0	5.7	2
	3	2.8	2.8	2.9	2.9	1
	2	2.3	2.3	2.6	2.6	3
	4	3.1	3.0	3.3	3.1	2
	2	1.2	1.2	1.4	1.4	2
	2	1.4	1.4	1.6	1.6	2
	3	2.7	2.7	2.7	2.7	0 ✓
	4	3.1	3.8	3.2	3.9	1
	2	1.3	1.3	1.5	1.5	2
	8	5.8	5.8	5.8	5.8	0
	5	4.0	4.0	4.2	4.2	2
	2	2.1	2.1	2.2	2.2	1
	5	3.2	3.4	3.4	3.6	2
	4	4.1	4.1	4.2	4.2	1
	2	.3	.1	.3	.1	0 ✓
	6	5.2	5.2	5.3	5.3	1
	3	3.2	3.1	3.4	3.3	2
Averages Pre-Tests		5.43	5.22	5.71	5.69	
Averages Post-Tests		**	**	**	**	

Teacher's recommendations:

Strongly recomend that more testing be done.

E. Lovato, Instructor
Instructor's Signature

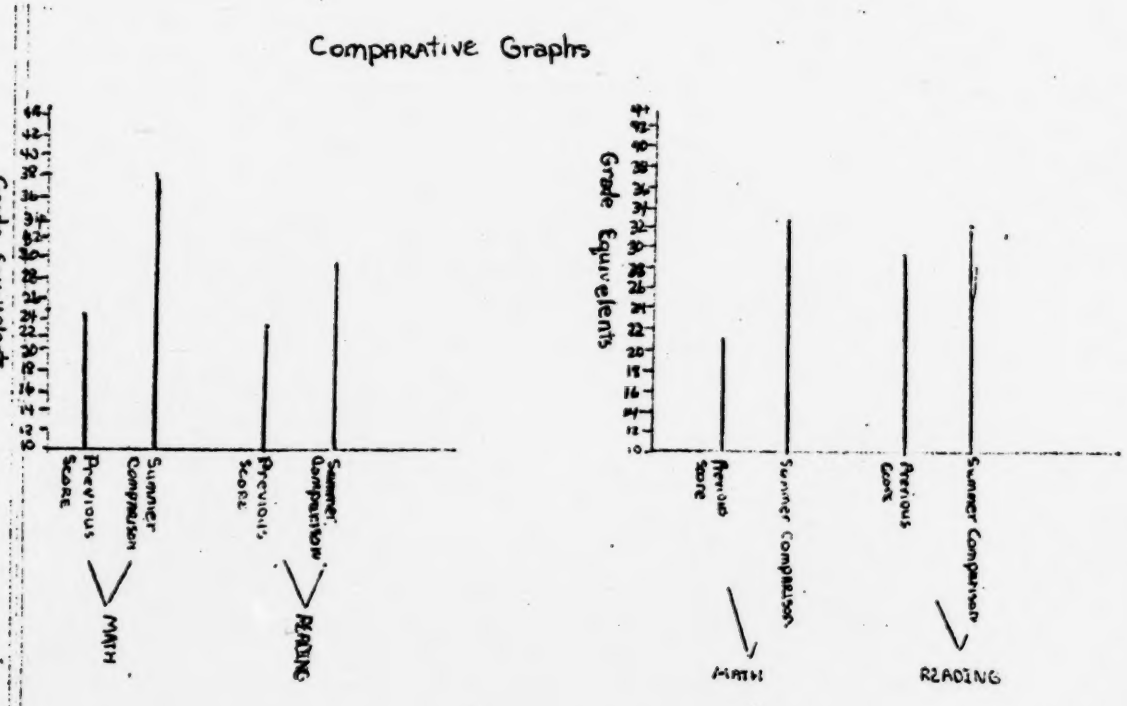
Note: Above information to be retained in pupil's cum. record.

EVALUATION - San Juan Tutorial Unit -

The essential factor concerned here was the interaction of a single tutor mingling with the family, which eventually results in a desireable relationship for a realization of self-worth. Meaningful academic experiences were provided to supplement the classroom situation with more personal attention.

Pre-Test and Post-Tests were administered for comparison of growth during the summer. The Iowa Test of Basic Skills revealed the following:

Comparative Graphs



RATING SCALES

A rating scale is a useful tool for recording observations. The rater assigns a value along a continuum for each trait. The ratings can be quantified more easily than the anecdotal record. Rating scales should be adjusted to each situation rather than borrow from another.

Attitude Toward the Task

optimal	good	average	detrimental	seriously detrimental
serious		X O		playful
enthusiastic	X	O		indifferent
works with eagerness	X	O		performs reluctantly
guesses without fear	X		O	refuses to answer

Attitude Toward His Own Performance

optimal	good	average	detrimental	seriously detrimental
recognizes errors	X	O		does not recognize errors or failures
redoubles effort when puzzled	X	O		gives up easily
persists when failure apparent		X O		attempts to change to easier task

Attention

		X O		
Fixes attention on each card	Occasionally needs to be told to look at cards	Must be told to look at cards about every third time	Must be told to look at most cards	Attention must be directed to each card

X = Artesia

O = Chaves County

ARTESIA

SAMPLING OF MATHEMATICS TESTING

SUMMER SCHOOL - 1967

MIGRANT CHILDREN

		CALIFORNIA SCREENING TEST			
Pupil No.	Grade	Pre-Test No.	% Mastery	Post-Test	% Mastery
1	4	8	78		100
		9	55		94
2	4	8	64		87
		9	94		94
3	5	12	50		92
		14	68		74
4	5	7	79		94
		8	75		97
		9	50		70
5	5	8	49		92
		9	64		96
		10	50		70
6	6	12	30		96
		14	34		96
		15	56		68
7	6	11	68		90
		12	80		88
8	6	11	80		100
		17	64		90
		20	91		94
		22	84		97

Test No.
- 8 - Multiplication of Whole Numbers
- 9 - Division by One-Place Numbers
- 10 - Division by Two-Place Numbers
- 11 - Regrouping Fractions
- 12 - Addition of Like Fractions
- 14 - Addition of Unlike Fractions
- 15 - Subtraction of Unlike Fractions
- 17 - Division of Frations
- 20 - Multiplication of Decimals
- 22 - Per Cent

ARTESIA

SAMPLING OF READING TESTING

SUMMER SCHOOL - 1967

MIGRANT CHILDREN

Pupil Number	Grade	Pre-Test 6/29/67 New Developmental Reading	Post-Test 7/25/67 New Developmental Reading
		Form L-I	Form L-II
1	1	2.8	2.8
2	1	1.7	2.5
3	1	1.5	1.6
4	2	4.0	4.7
5	2	3.5	3.9
6	2	3.4	4.4
		Form U-I	Form U-II
7	3	2.4	3.4
8	3	3.4	4.9
9	3	4.0	4.3
		Form IR-A	Form IR-B
10	4	4.4	4.5
11	5	4.6	4.1
12	5	4.0	5.1

APPENDIX C

TOPICS	NUMBER OF STAFF RECEIVING TRAINING	AVERAGE TIME TRAINING TOOK PLACE (Wks/Hrs)1/
1. Cultural Background and Problems of Educationally Disadvantaged or Migrant Children	10	1/2 /5
2. Measurement, Evaluation, and Reporting	10	1/2 /5
3. Program Planning and Design	10	1/2 /5
4. General Orientation to Title I Programs and Migrant Programs	10	1/2 /5

1/ Time spent in each area of inservice training in terms of weeks and hours per week. For example, if Program Planning was given over a 10-week period, 3 hours a week, this would be recorded as 10/3.

APPENDIX D

DEPARTMENT OF EDUCATION

STATE OF NEW MEXICO

SANTA FE

TITLE I, ESEA SERVICES

M E M O R A N D U M

TO: Superintendents, Title I Coordinators, and Family-School-Community Migrant Workers

FROM: Bill Caperton, Director, Title I Migrant Program

DATE: June 9, 1967

SUBJ: TITLE I MIGRANT PROGRAM WORKSHOP

Dates:	June 15, 1967		June 16, 1967
Time :	9 A.M. to 4 P.M.	AND	9 A.M. to 3 P.M.
Place:	NMEA Bldg., Santa Fe		NMEA Bldg., Santa Fe

We hope at least one representative from your school will be able to attend this IMPORTANT meeting on MIGRANT EDUCATION IN NEW MEXICO.

JUNE 15th - The enclosed list of the "New Mexico State Coordinating Committee on Programs for Migratory Families," consists of those members who will be addressing the meeting. These Committee members will have an opportunity to present a short overview of what is being accomplished for migratory families in their respective organizations.

This, undoubtedly, will be a most interesting session. Time permitting, there will be a question and answer period.

JUNE 16th - The program will consist of a workshop-type discussion covering the Title I Migrant Program for the State of New Mexico.

1. Mr. Bill Caperton, Director of Title I Migrant Program - will introduce and explain the New Mexico State Migrant Program.

2. Dr. Mildred Fitzpatrick, Chairman, Title I ESEA Services - will cover evaluation and other aspects relating to the migrant program under Title I.

3. Mr. Henry Pasqual, Specialist, Foreign Languages - will talk to us on English as a second language.

4. Miss Lura Bennett, Specialist, Mathematics - will talk on arithmetic programs for migrant students.

5. Mr. Ted Martinez of the Education Services Center - will speak on tutorial programs and VISTA.

6. Mr. Weldon Perrin, Coordinator, Title I Program Operation, Finance - will discuss the financial aspects of the migrant program.

7. Messrs. Terry Wilmot and Oscar Bitsie, Family-School-Community Migrant Workers for Areas III and VIII - will detail the programs in these areas.

8. Mr. Jose Antonio Diaz, a teacher assigned to us from the Texas Education Agency, under an interstate cooperative agreement - will talk on migrant education in the State of Texas.

Time permitting, at the close of the day, we will allow for a question and answer session.

This two-day program is of the utmost importance to the migrant children in your areas. We look forward to welcoming you and working with you in this endeavor.

Bill Caperton, Director
Title I, Migrant Program